Rah Rah Red Sox!

WELLESLEY NEWS

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MIT, Wellesley Start Exchange Program Four Students Already Cross-Registering

Although the MIT-Wellesley cross-registration program is still officially unborn, four students have already received permission to cross-register this year. While the joint committee is holding its first meetings to consider and outline the program, two Wellesley girls and two MIT boys are taking advantage of the new cooperative venture.

Jane Canter and Anne Petty, both '68, are presently enrolled in courses at MIT. Both girls had looked into the possibilities of cross-registration before the announcement of the program last spring. With the formal alliance, however, they found the administration far more receptive, in fact, almost eager to test the plan on a limited basis.

Urban Design, Linguistics

An art major, Jane is interested in city planning and urban design. To complement her 370 work, she is taking a graduate seminar at MIT focusing on the psychological functions of environmentnf form.

For several years, Anne, a German major, has been interested in linguistics. To find out more about this rapidly changing field, she registered at MIT in an introductory linguistics course, with an emphasis on the problems of syntax.

In their MIT courses, both girls are able to discuss and participate in research and deal with data which is not available at Wellesley. Anne has described the cross-registration as "one of the best things that has ever happened to Wellesley." She is particularly pleased with the thorough approach of her course. Jane sees the program's flexibility, even in its formative stages, as an encouraging sign indicating that "it will be adaptable to individual needs and interests rather than bound up in prescribed regulations."

Boys at Wellesley

When the program was first proposed, MIT president Howard Johnson cited Chinese as one of the most likely cross-registration possibilities. Jim Liang, a sophomore physics major, is implementing that suggestion by taking introductory Chinese at Wellesley.

While Jim has to make four weekly trips for his Wellesley class, including an 8:40 on Wednesday, Al Singer, a senior philosophy major, has only one class meeting per week at Wellesley. He is taking philosophy 311, a study of Kant.

Encounter Few Problems

All four students are highly enthusiastic about their courses, and have had little difficulty in integrating their two schedules. Three of the four rely on the MBTA for transportation, and as one put it: "It takes time, and it isn't cheap, but at least it's there."

The MIT-Wellesley joint committee is presently discussing the details of the program and will be looking into problems "such" as transportation. They will also have to consider the conflicting calendars of the two institutions, for MIT operates on a semester system with exams in late January.

PSYCHOLOGY GRANTS

For the fourth successive year, the psychology department has received two undergraduate training grants from the National Institute of Mental Health to provide research training for two psychology majors. The purpose of these grants is to increase training opportunities in the mental health fields and to encourage qualified persons to pursue careers in these fields. Susan Roman '68 and Jane Burka '68 are the trainees during the current year.

David Lester, instructor in psychology, has received a research grant from the National Institute of Mental Health to study exploratory behavior and curiosity in animals, especially the effects of fear on this behavior.

Faculty Ask Trustees to Clarify Wellesley's "Christian Purpose"

As College reconvened this September, the question of Wellesley's "Christian purpose," so fiery an issue last spring, had come to a temporary stand-still. Yet the matter is not forgotten. The prevalent attitude on campus is one of watchful waiting, waiting until the trustees meet on Oct. 20 to clear the air of the misinterpretation and confused accusation which has grown up around this beleaguered section of the College *Bylaws*.

The part of the *Bylaws* in question is Article I, section 2, entitled "the design" of the College. It states that "The College was founded for the glory of God and the service of the Lord Jesus Christ by the education and culture of women. To realize this design it is required that the trustees shall be in manifest sympathy with the traditional religious purpose of the College, that members of the faculty shall be selected with a view to maintaining the Christian purpose of the College; and that every undergraduate shall devote two units of her course program in the second year to the study of the sacred Scriptures, with the opportunity for election of further study thereafter."

Quarles' Interpretation

In an interview with *News* on May 18, 1967, John R. Quarles, chairman of the College board of trustees, gave his personal, and to many, controversial, interpretation of this section of the *Bylaws*.

Quarles saw this to mean that the faculty, administration, and trustees of the College should be predominantly Christian, although he pointed out that there are non-Christians in all three categories. He felt, however, that "it would be inconsistent with the terms under which this property was given "to have a non-Christian Bible teacher or College president. New Testament courses in particular should be taught by persons who could "handle the subject matter in a sympathetic fashion," a policy which he bases on legal considerations, as he believes that a non-Christian College president or Bible teacher "would not appear to be consistent with the Bylaws."

Faculty Protest

A storm of faculty protest broke in the following week's issue of News (May 25, 1967). "To read that we are in any way involved with the religious beliefs or Christian purpose expressed in the Bylaws or provisions of the underlying trust of the College was disturbing at best and offensive at worst," wrote one departing member of the psychology department.

Another departing faculty member, an instructor in political science, stated that Quarles' "religious quota system" was "not only blantantly discriminatory, but that it also seems to fail to capture the meaning of the trust instrument."

Call for Clarification

Quarles responded that there was no religious quota system at Wellesley with regard to faculty or administrative appointments, and that as far as the "Christian purpose" of the College was concerned, there had never been a policy statement by the board explicating it.

At that juncture the News staff called for the board "to formulate and make public its collective stand" in order to clarify the precise meaning of the Bylaws in relation to faculty hiring.

No Vacation

In June the College recessed for the summer, but the hornet's nest stirred up by the "Christian purpose" issue did not. In a letter to the individual members of the board of trustees in early June, News editors apprised the trustees of the situation, sending them clippings of News' coverage of this issue, and reiterating their hope that the board would make a statement of its position concerning the "Christian purpose" to "help prevent any continued confusion and discontent on campus next fall." The letter received prompt response from several members of the board, including Quarles, who indicated that the matter would be brought up for consideration at the next trustees' meeting, which was scheduled for October.

A similar response was received by members of the faculty who had also written to the board during the summer requesting that they "provide a statement clarifying the purpose and character of this institution."

The faculty letter was signed by

(Continued on Page 8)

A student volunteer does a last-minute clean-up job prior to Room f's opening last Sunday. The Wellesley coffee house is going full-tilt, but is still desperately in need of help. If you are interested in working in Room f this year, call Marriott Small in Davis. Ideas for entertainment? Share them with Chris Cooper in Pom. Plans for continued student-faculty discussion groups? Contact Joan Friedman in Caz. And don't forget to stop by for a cup of coffee or a fresh doughnut!

photo by Diane Edwards '70

Our Christian Purpose

Articles in the final editions of *News* last spring stirred up a hue and cry within the College community as to the interpretation of and the rationale behind the so-called "Christian purpose" of the College as stated in the *Bylaws*. Public discussion of the issue was cut short by the close of the school year, but the desire for a statement of College policy in this regard is still very much in evidence, and the issue is slated for discussion at the trustees' meeting on October 20.

The history of the issue is relatively straightforward (see article pg. 1); its implications are not. Specific problems were and are posed, both in the *Bylaws* themselves and in board chairman John R. Quarles' much-maligned interpretation of them.

RELIGIOUS DISCRIMINATION

One such difficulty centers around Quarles' view that the majority of Wellesley's faculty, administration, and trustees should be Christians. While it is evident that no religious quota system, with regard to either faculty or students, exists at Wellesley, the charge of religious selectivity in faculty appointments is not entirely without basis. The obvious focal point for charges of discrimination is the department of biblical history, which is and always has been composed entirely of Protestants. This has been due in part, to the fact that until recently Catholic and Jewish biblical scholars simply were not prepared to work within the department's framework of critically oriented scholarship. The Bible department has repeatedly emphasized that it admits new members solely on academic criteria and that it is currently soliciting non-Christian professors. We see no reason to doubt this. The final decision about faculty appointments is made by the trustees at the recommendation of the president of the College; thus we may presuppose that it is the administration, and not the Bible department, which has maintained this Protestant totality. And indeed, such a presupposition would seem to have been confirmed last year when the department had the opportunity to hire an extremely able Jewish New Testament scholar. Although no formal action was taken, the idea of his candidacy was tentatively broached to the president, who, although she was eager to have non-Christian members added to the department, discouraged the proposal on the grounds that such a person should not be permitted to teach 104 — at least initially.

The implicit charge is a grave one; we hope that the administration will see fit to clarify its position. To the trustees, we again point out the ambiguity and inherent danger in the wording of the *Bylaws* as it now stands, and reiterate our plea that they formulate and make public their official interpretation of the "Christian purpose" clause in this regard.

BIBLE 104

A second specific problem with this particular section of the *Bylaws* is the requirement that "every undergraduate shall devote two units of her course program in the second year to study of the sacred Scriptures, with the opportunity for election of further study thereafter," to "realize this design," viz., the "Christian purpose" of the College.

We question that the biblical history department should remain the only one whose existence is ordained and justified in the *Bylaws*. Given its undeniable reputation for academic excellence and its critical, rather than doctrinal, approach to its subject matter, we cannot understand how this department can be considered to serve as a vehicle for the College "purpose" as it now stands. Insofar as the Bible 104 requirement is concerned, its inclusion as an instrument of "Christian purpose" seems questionable in the light of the nature of the course as it is now taught. Moreover, its presence in the *Bylaws* may prove a stumbling block for present and future attempts at curricular improvement. We would strongly urge therefore, that the trustees pay special attention to this section of the *Bylaws* with an eye toward eliminating it entirely.

IS ANYTHING NECESSARY

But transcending the specific problems posed is the question of the necessity of retaining the "Christian purpose" clause at all. The College community cannot at present be considered a Christian one in the sense suggested in the *Bylaws*, nor is there any evident, large-scale attempt or desire to make it one. Although the point seems naive, we believe that campus consensus holds knowledge, not religion, to be the ultimate goal of a Wellesley education. For this reason alone we would suggest that the "Christian purpose" clause is misleading and obsolete. Its deletion from the *Bylaws* would seem a logical response to such present invalidity; however, with respect to the circumstances involving the original incorporaton of the College, total elimination may be legally impossible. If this is indeed the case, we can only trust that on Oct. 20 the board will give deliberare and thorough consideration to its interpretation of the "purpose" of the College, especially if it is to be defined in the ambiguous conrext of the highly personal term "Christian."

Boston Before Dark

Before the damp chill that *IS* winter in Boston sets in, students are urged to take advantage of the brief Indian summer weather to explore the sites and streets of Boston together.

This Saturday is a particularly good time for girls to introduce themselves to Boston, as the Outing Club is sponsoring a walking tour of the city for anyone who is interested. As one of its many weekend outings, ranging from last weekend's mountain climb to cabin work trips, Wellesley's Outing Club has mapped out a tour for this Saturday which will include both the Freedom Trail of old Revolutionary Boston and the Prudential Center of the "New Boston." The tour will also include Haymarket Square, where the girls can bargain for their lunch.

The Outing Club under President Linda Lanning '69 is to be commended for organizing what should be a delightful introduction to the surface of Boston. It is our hope that this kind of tour will spur girls to pursue the other cultural and historical advantages which Boston offers — and not just those of Boston after dark.

The Reader Writes

Authorized

To the editor:

In the interests of accuracy, I thought you might like to know that the item "Desiderata" printed on p. 2 of the Sept. 28 issue of *News* was written in the 1930's by Max Ehrmann of Terre Haute, Indiana. Printed privately by him and circulated among his friends, one copy came into the hands of Adlai Stevenson and was found among the latter's personal effects when he died. This gave fresh circulation to the "statement;" but where the notion that it was an anonymous composition dating from some "16th century Monastery" (sic) orginated I do not know. It does sound rather more exotic to attribute it to the past — and perhaps this lends a kind of air of authority to it. Actually I doubt whether it would have been a 16th century idea that is expressed in the line "Therefore be at peace with God, *whatever you see Him to be . . .*" (italics added). This is very much more a contemporary conception than one would likley have found in the 1500's I'd guess.

Yours sincerely,
Allan W. Eister

News welcomes letters to the editor on topics of current interest to the College community. Letters must be no more than 40 lines long, typed double space with 10-80 margins, and must be received in the News office no later than noon on Monday of the week of publication. The editors reserve the right to print only a representative selection of opinion. Letters exceeding the specified length or received after the deadline will not be considered for publication.

Between the Lines

Hicks, White Finish Mayor Race

by Tolse McLean '69

In every political campaign, unwell or implicit, the press tags along every day, fervently reporting the same slogans. We have had, for instance, a presidential candidate who protests "brainwashing" in his sleep, over lunch, at every press conference.

As the final election date for the Boston mayoralty race approaches, papers from the Boston Globe to the Wall Street Journal and the Washington Star will find two issues: Mrs. Louise Day Hicks and her opponent, Massachusetts secretary of state Kevin H. White.

While the following dialogue may never take place directly between the candidates, Boston's reading electorate is hearing it more and more clearly. . .

White: Here we are at City Hall where Democratic Party leadership can be exercized. Don't you think you should go home, Louise? After all, you're only a housewife.

Hicks: But I'm not like some of those California housewives, Kevin. I've been on the school board for two terms now. I know this city's children. I want to keep every child in its place—I mean, I want to give every child its chance. As I tell the voters, YOU KNOW WHERE I STAND. Do you have any convictions, Kevin?

White: I'm flexible, Louise. I'M A PROFESSIONAL POLITICIAN. I come from a long line of politicians. My father and grandfather stumped these very same ghettoes and the people cheered. There are still a lot of people here with many different needs and a White is still here to promise help to all of them.

Hicks: I will give no one an advantage. No group should have preferential rights. Why should slum children be bused to good schools? They might get better schooling. I WANT MORE NEIGHBORHOOD SCHOOLS.

White: I agree with you, Louise, but there are some neighborhoods which can't support equal educational institutions. We advocate one big educational park complex for all children. One project and presto! something for everyone.

Hicks: That reminds me of middle-class whites, whose city this really is. They should be allowed to participate in our grand old society. I would tax every suburbanite who works in the city. That will solve our tax problem.

White: Now, taxes have nothing to do with white backlash, Louise. If we're finished with the race issue, you had better go home. UNDER THE HOME RULE AMENDMENT NO CITY CAN INAUGURATE NEW TAXES ON ITS OWN.

I know that because I have been secretary of state for six years. My father was president of the Boston city council as was his father before him. We know this city, we will represent these people. . .

♣ MINDBENDERS ♣

"Goomies take the 'I' out of gloomy."

Lucetta Mowry,
dean of the class of 1969

WELLESLEY NEWS

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"The Infant Bacchus Entrusted to the Nymphs" by French painter Nicholas Poussin.

Audio-Visual Production at Fogg Museum Stars Poussin, His Art and His Influence

by Susan Shapiro '68

Poussin en Detail, an audio-visual presentation, is currently on display in the Fogg Museum in Cambridge. The one room exhibit consists of a continuously-run 20-minute slide tape explication of Poussin's painting, The Infant Bacchus Entrusted to the Mytha (1657).

Graduate students in the department of fine arts at Harvard, located in the Fogg, organized the novel display, which is completed by Poussin's preparatory drawing for the painting and by other works of the period.

Form-content Analysis

The intellectual Poussin whose works strive for a balance of eye and mind is an apt subject for the lucid analysis of how a painting is a unity of form and content. Entertaining and informative for initiated and novice alike, the meliflunus machine describes how Poussin ordered mythological figures into a landscape setting to express the theme of death bound in the eternal rebirth of nature.

Poussin used ancient works as models for his figures; the standing nymph at the left can be traced to a Roman relief, appears in an earlier painting and reappears in this work. Composed in a system of repeating curves, the painting's structure expresses its theme in the concurring shapes of the figures and the landscape. Color clarifies the symbolic figures. Mercury's red cape emphasises the infant, Bacchus, symbol of eternal fertility, and sets him off from the cool green of Narcissus and Echo, symbolic of death and barren self love. The brown-green nymph

(Continued on Page 7)

Getcha Goonies at Alum
Oct. 6 & 7, 8:00 p.m.

COME TO

JUNIOR SHOW

Visual Effects Clarify Experience of "Ulysses" As Joyce's Great Novel Appears On Screen

by Anne Carter '69

James Joyce's Ulysses, now playing at the Saxon Theatre in Boston, tries to suggest that it is live theater by charging theater prices — but it is really just a good movie.

Joyce's art, complex and fascinating on the page, is rendered rather too simple on the screen. Far greater talent is involved in writing coherent "stream of consciousness" narrative than in getting it across to the film audience. Sequences of thought that are hard to follow in the novel are no problem when they are visualized — the film-maker can interrupt the scene at any moment to flash us the actual objects that have changed the tone or subject of the thought.

Clarifying Technique

The same basic technique makes the distinction between fantasy and reality crystal clear. Costuming alone establishes the circus or court-room scene of Bloom's imagination; and the faces of his acquaintances in their roles as elephant, judge or angry worker, show us exactly how Bloom's mind is working in peopling his fantasies.

Because the film is a visual medium, a great deal of the essentially intellectual activity that Joyce's novel demands is lost in the screen version. However, there is still a lot that the camera can do quite as well as the book: the broad picture of Dublin life — and life in general — emerges brilliantly.

Characters Captured

The student-existence is captured in Stephen Daedalus, Mulligan and Haines, the English fop. But it is also interwoven with the outside world in scenes such as the seedy party in the interns' lounge at the local maternity hospital, where Stephen sings a blasphemous version of a Gregorian chant. A thunderclap sounds the Amen as Mulligan explains cynically to the shocked Bloom "he will never be a poet, that is his tragedy. What's yours?" Where Joyce mingled elements of the Christian, the pagan, the intellectual, the artistic and the sensual in a single scene, the film does it ion, and very evenly, without putting undue emphasis on any particular one.

Bloom's character gains strength and depth as all these levels are explored through him. He is first the emasculated, apronned servant-husband who brings his voluptuous and shiftish wife her breakfast in bed. But he grows as the day goes on. We see him also as the sympathetic, sensitive man who attends the funerals of slight acquaintances, and visits maternity hospitals to ask after neighbors' wives. He listens patiently to snide remarks about cuckoldry in the local pub, then prepares to fight a man who swears at him for being a Jew. He stops at a market stall to pick out sordid trash-novels for his wife, and a passing acquaintance comments to a friend "he's a cultured, all-round man, Bloom is . . . there's a touch of the artist in Bloom." And as the day progresses, we see also touches of the masochist, the tyrant, the philanthropist, the reformer — Bloom the all-round Man.

Fine Acting

The movie, like the book, does a lot with voices — commentating and questioning, sophisticated and pretentious, polite and gross. Inflated, euphemistic language—the kind that Bloom uses when he is around intellectuals — contrasts with the thick dialects of poorer Dubliners, as experiences are evaluated by the actors themselves or by outside observers.

The acting is fine throughout — but the parts are not outstandingly demanding. A great deal is done through facial expression: Maurice Reeves, who plays Daedalus, has the right kind of Gaelic features, and so comes across forcefully enough for the most part, merely by maintaining a serious, contemplative look.

Brilliant, Fascinating

Milo O'Shea is excellent as Leopold Bloom, and provides exactly the right mixture of sensitive awareness and naivety that Joyce's character demands. Barbara Jefford has only one really exacting scene, the last in the movie, and her monologue in "taboo language" is beautifully done, with director Strick's skillful and imaginative interjections of stills of statues and religious symbols.

The Ulysses experience is a thoroughly earth-shaking one. The film is important, interesting and often absorbing. At times, it is deadly serious, with Stephen's comment "history is a night-mare from which I'm trying to awake"; and at times it is rawly comic — "give a bleeding whore a chance!" Ulysses is the vital expression of an early 20th century mind: it is brilliant and fascinating — but not necessarily enjoyable.

Advisors of Faith Groups Schedule Regular Office Hours for Consultation

Starting Monday, the advisors of six of the faith groups on campus will have regular office hours during which students can come to visit or to talk about particular problems. Copies of the advisors' schedules will be distributed in the dormitories today.

"This is the first time that religious advisors have been available on a regular basis," explained Mary-Eliza McDaniel '68, president of Chapel Organization. "Chapel Board decided to try this system last spring, and, with approval from Miss Adams, we've worked it out for this fall."

Any student should feel free to come by the offices of any of the advisors, whether or not she has an appointment, Mary-Eliza emphasized. "Offices" will be the Chapel Lounge, Room 200 Billings, and two adjoining rooms. The hours are spaced throughout the week.

Advisors and Leaders

Each of the advisors has already been working with a campus groups and knows some of the girls.

Mrs. Eleanor Chase of Weston is very active in the Christian Science movement, which has its headquarters in Boston. She has worked with the Wellesley organization for several years.

Clergy Commitments

The Rev. William Turner is a new associate rector of St. Andrew's Episcopal Church in Wellesley. His office hours will be on Thursdays afternoons, before the regular Episcopal Student's Group communion at 5 in the Little Chapel. (This group changed its name this year from the Canterbury Club for purposes of clarity, according to president Libby Anderson '68.)

The Rev. Paul Santmire of the University Lutheran Church in Cambridge will be at Wellesley for Lutheran students.

Dual Roles

Newman advisor is Father Eugene Bondi of St. Stephen's priory in Dover. He is a professor of logic at the Dominican Seminary there. He also will be working with Catholic students at M.I.T.

Rabbi Albert Axelrad is director of Hillel at Wellesley and Brandeis. At Brandeis, he is working toward his Ph.D. in biblical studies.

The Wesley Foundation has two advisors, the Rev. Rene O. Bideaux and the Rev. Edward L. Mark, who are the corporate ministers of the Harvard-Epworth Methodist Church in Cambridge. For several years they have led study groups during meals on theological questions. They also offer counseling to students at Harvard, Radcliffe, and M.I.T.

Chapel Announcement

Philip Phibbs, associate professor of political science, will speak at Candlelight Vespers, Sun., Oct. 8, at 8 p.m. At the end of this traditional service, students leave the Chapel carrying lighted candles.

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NLF Meets With Americans; Publishes Political Program

Ed. Note:

Dave Dellinger, editor of Liberation magazine, arranged in Hanoi last spring for a group of Americans to meet with the North Vietnamese and members of the NLF in a midway meeting point—which developed to be Bcotislava, Czechoslovakia. The meeting lasted ten days, from Sept. 3 to Sept. 13. American participants were drawn from the peace movement, the black liberation movement, university professors from Harvard, Yale, Washington University, and University of Chicago, community organizers, clergy, artists and filmmakers. Raymond Mungo, former editor of the Boston University News, participated and spoke on behalf of the Leberation News Service.

by Raymond Mungo
Lthecotion News Service

Perhaps the major event at this conference was the release of the first NLF political program since 1960, printed in English and distributed to the American delegates. The document invites all forces, Communist and non-Communist to join the NLF's nationalist revolution; protects "the right of ownership of the means of production and other property of the citizens"; encourages "the capitalists in industry and trade to help develop industry, small industries, and handicrafts"; respects "the legitimate right of ownership of land by the churches, pagodas, and holy seas of religious sects"; promises free genecol elections toward eventual reunification of both Vietnams, "in accordance with the principle of universal, equal, direct suffrage"; and bars military alliances with all other nations.

"You will notice that there is nothing here which mentions socialism," said Mrs. Nguyen Thi Binh, the 50-year-old foreign secretary for the NLF, who also headed the Southern delegation. Mrs. Binh added that the NLF's program insists on five points: peace, neutrality, democracy, independence and eventual national reunification.

Pro-Capitalist?

Most Americans were surprised at the wording of the NLF program, which seems much too procapitalist in its outlook; however, the program may be a transitional step toward a socialist economy for South Vietnam, dependent on the outcome of a democcotic election.

Therefore, the NLF is confident of its ability to maintain the widespread support which it now enjoys, and seems entirely honest in its insistence that the people of Vietnam be given, at last, the opportunity to decide for themselves which form of government they will have. The current program, with its assurance of private property rights, may be a compromise with the many non-socialist elements active in the body and leadership of the Front, but the ultimate program would be dictated by the populace as far as possible.

Secret Ties

Even among Thieu and Ky's top military officers, the NLF maintains secret sympathizers, Mrs. Binh added. The Fcont includes at least three major political parties (Democratic, Radical Socialist, and Peoples' Revolutionary), four major religions, and many ethnic groups.

According to Southern journalist Huynh Van Ly, from Ben Tre, the NLF is now in control of over 80 per cent of the Southern countryside—excluding the major cities of Saigon, Denang, and Hue, which are governed with varying degrees of stability by the "puppet government" sanctioned by the U.S. Maps and films were presented showing life in these liberated zones, which Mrs. Ly maintained include 3.5 million hectares of land, over two million of it privately owned by peasants, producing enough rice for the fighting troops without the major rice-import problem of the Southern government. (Saigon is expected to import a million tons of rice this year, and reports from Boston University News correspondent Alex Jack in Saigon said that nightclubs there had taken to a version of "greenfields" which reads, "Once there were ricefields . . . now there are none.").

Life Goes On in North Vietnam

Obviously, the necessary functions of society continue, with difficulty, in spite of the bombing; otherwise the Vietnamese would have had to give in long ago. But despite bombing heavier to date than the total bombing in the European and African theaters of the Second World War, Mr. Vy documented that even the cultural life continues. He showed films of dances and theatre performances. School enrollment is up 130 per cent this year. Newspapers, magazines, even art books, continue to be published.

Vy's explanation for this phenomenon is as follows: Industry, and now schools, are scattered in small centers in the countryside, Mr. Vy said, adding that an urban economy could not have withstood the bombing so long as the North has. "When the radio says the U.S. has destroyed a factory, we assure you it was only four walls in the first place. When they say they destroyed an army barracks, it was only a building."

Peace Stilt

The DRV's four-point program for peace remains as before. Tran Con Thong, a Hanoi lawyer, reiterated the stand: (1) The U.S. must put an end to aggression against the DRV (at which point negotiations could begin immediately). (2) Strict attention must be paid to the Geneva accords. (3) A solution to the problems of South Vietnam must come from the South Vietnamese themselves. (4) The two Vietnams must be allowed to achieve peaceful reunification between themselves.

"Our people are determined not to submit to force, not to talk to the U.S. imperialists under the threat of treatment bombing," Mr. Thong emphasized; Hanoi "has no reason to escalate the war" (as Washington has charged); its stand is "in the interests of the American people as well." Mr. Tuong stated.

Russia—Not China

The North is now receiving limited aid in heavy industry from the Soviet Union, but nothing from China, delegates said in small-group sessions. Much of the DRV's weaponry is small artillery, and both infantry weapons and larger arms are frequently salvaged from captured U.S. supplies or downed aircraft. (During the conference, word came that Secretary of Defense McNamara had announced in Washington that the DRV is receiving up to $1 billion annually from the USSR; he did not say that the U.S. is subsidizing the South government by some $26 billion this year.)

Perhaps the North's resolve was best demonstrated by the Hanoi lawyer who shared a joke with us at the expense of House Armed Services Committee chairman Mendel Rivers. "Please ask Mr. Rivers to come to Hanoi," he said, "and see for himself if we've been 'bombed back to the stone age,' as he advocates. We're not in the stone age, and we can't be bombed there."

HELP!

Ed. Note: The preceding story was sent to News by the Liberation News Service, a newly-organized agency of the college press dedicated to gathering and disseminating accurate information about international and domestic events which are of interest to university communities.

Continued publication of LNS releases in News is contingent upon $$$. If any individual or group of students, professors, or our other readers is interested in helping finance a subscription to LNS, please contact Susan Sprau, Freeman Hall. (Checks may be sent through the house mail, payable to Marshall Bloom, Liberation News Service.)

Educator John Holt Offers Ideal College, Urges Student to Learn What He Likes

How does a man who has exposed the American educational system as a failure describe his ideal college?

Following are exceprts from an interview with John Holt - philosopher, researcher, educator, teacher, and author of **How Children Fail**. Listen to him articulate his views (his picture was in Time, Sept. 1) from his perch astride a bench set in a living-room that is high with books, records, reports, magazines, and barbells:

Learner as Judge

"The learner ought to judge. The teacher can give criteria for judgments, but the learner should be his own teacher. . . . Students who over the years have been told what to do and whether or not they did it right have lost any faith in their own judgment, in their ability to learn.

"The statement, 'I'm afraid if I weren't compelled under duress to do something, I wouldn't do anything' is the worst indictment of our schooling.

Dynamics

"You have ideas. You know books. . . . What is an educated person if it isn't someone who has some personal way of deciding that some things are more worth investigating than others?

"I can see lectures maybe in the ideal college] but they would not be typewritten notes of the professor's last book or his next. . . . It cannot be static.

Personal Classics

"Reading lists? Sure. An intellectual community passes around hot tips. That's very different from 'I don't care if you like this book or not just read it.'

"As the educated person grows older, he learns what people he can trust to recommend books. He compiles a list of reliable witnesses. . . . Have you heard of Dr. Eliot's five foot shelf of books, the Harvard Classics? Everyone should assemble his own set of classics.

Liberal Education

"They're telling us that narrow courses in different fields add up to broad learning. I don't believe it.

"Someone really interested in science will want to and will follow a fairly structured course of learning.

The Ideal

"The campus should be a place where people take off from. Only one-quarter of the student body would be there at any one time. Students would go out to do what interests them, come back to report and evaluate.

"Above all, the students must be free to take it or leave it.

Problems

"Your business is not running some kind of elimination program for graduate schools. If a teacher is really seeing a meaningful mutual intellectual relationship with a pupil he should be willing to go to some trouble to pick him out.

"We're doing a lot of wrong things in education. I think we ought to stop doing them—then find solutions to problems that arise."

How To?

"Begin where you are. . . . Anybody trying to change an institution of society (which has a large amount of inertia) is like a guerrilla fighter. He can't battle head on. He scuttles out from the underbrush, attacks on one front, scuttles back into the bush. He gathers allies: more people can attack in a bigger way."

POT POLL RESULTS

	Yes	No	Undecided
1. Have you ever smoked marijuana?	132	220	—
2. Would you smoke marijuana if given the opportunity?	203	142	7
3. Would you smoke marijuana if it were legalized?	234	118	10

ANALYSIS

Of the 352 repondents to News two-day survey last week, 37.5 percent indicated that they have smoked marijuana. Although marijuana laws limit accessibility, 58 percent of the respondents would smoke illegally if given the opportunity. The figures suggest that "respect" for the law prevents only 31 respondents, or less than 9 percent, from trying pot. Sixty percent indicated that they would smoke if marijuana were legalized.

How representative of Wellesley students in general are the 21 percent who responded to the survey? Dinnertable commentators speculated that pot smokers would be more likely to fill out the questionnaire than students not directly concerned. Informal personal interviews, however, later uncovered marijuana smokers who did not participate in the survey for fear they would somehow "get busted." Interviewers also noted that freshmen were more likely to participate than upperclassmen—whereas upperclassmen were more likely to have smoked pot.

Scholarships Provide For Graduate Studies

Four scholarships, established by Wellesley's trustees and called the Trustee Scholarships, are available to distinguished members of the senior class for study in the graduate school of their choice.

Two of these scholarships are reserved for seniors whose present intention is to prepare themselves for college teaching. The other two are offered without restriction as to the objective. Applications may be submitted in either or both categories. The acceptance of one of the awards reserved for potential college teachers does not constitute an irrevocable commitment to complete graduate training or to enter the teaching profession.

Honor, Not Need

Appointment as a Trustee Scholar is a way of recognizing academic achievement and capacity for advanced training. It is a matter, therefore, of honor, not necessarily of need. Applicants are, however, asked to state the amount of financial assistance, if any, they will require to carry out their program. If the first Trustee Scholar in each category needs maximum aid, the money available will be awarded to them in equal shares. If stipends are declined by either or both of these recipients, or they do not need maximum aid, the funds will be made available to the second Trustee Scholar in each category, and thereafter to the alternates.

In considering the merits of applicants, the Committee on Graduate Scholarships examines grades, achievements in the major subject, academic honors, and evaluations made by faculty members. The Committee takes careful note also of the nature and certainty of each applicant's plans for graduate study.

Consult Department

Seniors intending to enter graduate school next year should consult the chairman of their major department who will advise them as to their eligibility to apply for one of the Trustee Awards. All applicants must be filed by Jan. 15, 1968. Application blanks may be obtained in the President's Office.

Other Grants

The Mary Elvira Stevens Traveling Fellowship, of $7,000, is awarded for travel and/or study outside the United States "in accordance with a general plan approved in advance by the college authorities." Candidates must be at least twenty-five years of age on Sept. 1 of the year in which the fellowship is held.

The Anne Louise Barret Fellowship, of $2,500, is awarded for study or research, preferably in music.

The Alice Freeman Palmer Fellowship, of $2,500, is awarded for study or research in any field.

The Horton-Hatlowell Fellowship, of $2,500, is awarded for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. or other professional degree, or for private research of equivalent standard.

The Vida Dutton Scudder Fellowship, of $2,500, is awarded for study in the field of social or political science, or in the field of literature.

The Fanny Bullock Workman Scholarship, of $2,500, is unrestricted.

The M.A. Cartland Shackford Medical Scholarship, of $2,500, is awarded for the study of medicine with a view to general practice, not psychiatry.

The Harriet A. Shaw Scholarship, of $2,500, is awarded for study or research preferably to candidates in music, or allied arts.

Instructions for Applying

Candidates completing one application form and submitting it with one set of credentials will be considered for any of the above fellowships for which they are eligible. Forms may be obtained in the president's office and must be filed before Feb. 20, 1968. In general awards are made only to applicants who plan full-time graduate study.

The Mary Elvira Stevens Traveling Fellowship application is a separate form which may also be obtained in the president's office, and this application and credentials are due in the president's office before Jan. 10, 1968.

Green, Grass, Goomies Grow Into Splendid Jr. Show

by Ann Sherwood '69

In the beginning was the goomy. And, there was a duck. Which came first is irrelevant. All was creation. All is Junior Show 1999.

"The duck, the duck. Be careful of that duck!" Chris Osborne, director, jumps up from her cross-legged position, downstage-center, to retrieve the show mascot, which had fallen off the stage in a dramatic maneuver.

"Is it all right?" asks a frightened Nancy Gist.

"It's fine," purrs Chris, "just fine."

Rehearsal Sounds

6 p.m. The rehearsal starts. Non-Act One participants settle down to Benjamin Franklin's autobiography or astronomy until the Hero enters. Laughter. Joan Friedman catches another picture. Eleanor Whitemore casually drapes a costume on a dancing girl.

Meanwhile, Johanna Bransen and Missy Bush gather forces of songsters and dancers in the ballroom. "One more time, now: 1-2-3-4 (change inflection) 1-2-3-4. Hold it. Okay. 1-2-3-4-5-6-7-8. There. Got it? Try it once more . . . "

And It All Started

And it all started just 35 days ago. In the beginning there wasn't even a goomy. There was, perhaps a question: "Goomy or not Goomy," and THEN there was a theme. (But whatever happened to the Irish potato famine, the speakeasy, and the Arab-Israeli conflict?) Then there were six: Eldie Acheson, Frannie Rusan, Tunkei Spaulding, Marion Swett, Laura Anthony, and Bunny Furne.

All in Chatham Crest Lodge, in a semi-circle of couches, in front of a fireplace, beside a kitchen. Writing, scratching, writing, thinking, re-writing. Telling jokes. Telling more jokes. And then thinking of funny lines. Character development. Writing.

Music, Music, Music

In a far corner, buried in staff paper and confronted by piano keys in an atmosphere of melody, if not counterpoint, sat Marg Ulmer, or Bobbi Schinman, Stevie Blankenhorn, Eva Murphy, or Kim Ballard. Occasionally they found retreats: the beach, a wooded hillside, a car. Daily they composed and harmonized, and accompanied; today they continue to accompany, to record, to arrange.

And if someone left the rhyming dictionary on the beach, it was Nancy Shilling, Diane Mathewson, Gale Lyon, Cici Remsey, Sandy Servaas, or Ann Sherwood. Question: which comes first, music or lyrics? Answer: Fast songs — words first. Slower songs — music first. The love song, it was reported, was a considerable challenge, especially under the established conditions of "No trysting" for Capers.

Previews

Visitors to the Lodge included Mother-of-the-Chairman Sue Keys, and the nine Cape-housed Vil Juniors. But the show's "acid test" was passed at the Sept. 13 class meeting as the new class cheer (yes, another) resounded through Jewett for "GOOMIES!"

Goomy hutions and goomy-grams are now in evidence. For indeed, the goomies are coming. They were recorded (for posterity) Sun., Sept. 24. (Records on sale Friday and Saturday, $3.50.)

The Goomies . . .

The goomies have been rehearsed daily and nightly for three weeks. They have been financed, created, staged. They will be enunciated, soft-shoed, and sung. They are the product of many talents meshing, coordinating. They are the once-upon-a-times which have contributed to many lives in the past thirty-five days.

They are a laugh. Or hysteria. Merely a conversation piece. Or fantasy. They are essential. Or maybe just a subplot. Or a tune. Or a line. Or a shew. Or the party after.

The goomies are coming. Class dean, Miss Lucetia M. Mowry, has been heard to say that "Goomies take the "I" out of gloomy." She could be right.

The goomies are coming. Don't miss them.

Schedule

Thursday: Dress rehearsal, open.
Friday: Production "Opening Night"
Junior class party in Alum following shew.
Saturday: Production followed by cast party.

Now according to Geemy, the name of this year's Junior Show is " . . . . . OR . . ." Cast members, from left: Frannie Rusan, Eldie Acheson, and Stevie Blankenhorn.

photo by Joan Friedman '69

". . . where she sat cross-legged, downstage center." Chris Osborne, director of this year's Junior Shew.

photo by Joan Friedman '69

Independent Study: Digging Among the Graves

Stephanie Judson Completes her "290" Abroad

by Wendy Moonan '68

Third term off campus with no classes—and in Rome? An idle pipedream? Listening to Stephanie Judson '68 explain her independent work last spring certainly sounds like one.

Stephanie did her 290 in history as an assistant on an archeological dig Northwest of Rome last spring. After applying long in advance and reading for a term in 350 in archeology, Stephanie obtained permission from Wellesley to spend third term with the British School at Rome helping to excavate an early Christian site.

Story Behind the Site

The story behind the excavation is a fascinating one. The site of the Christian shrine was found by tracking down the legend of the Saints Rufina and Secunda. These saints were sisters who died as Christian martyrs in 257 A.D., and are now honored with a church in Rome, where some of their bones are thought to rest.

The two young women, daughters of a Roman patrician, were about the age of an average college girl. They lived during the persecutions of the Emperor Valerian and it is thought that they were forced to flee Rome. They left on the Via Cornelia and went about nine miles North of Rome, to seek refuge with Plautilla, a patrician lady who took pity on the sisters and gave them shelter.

Pontifical Records Help

Soon however, the sisters were caught by Roman soldiers and beheaded. Plautilla was so moved by this that she buried the girls in her family mausoleum and converted to Christianity herself. Later, the sisters' bones were transferred to "a shrine which was built nearby" according to a ninth-century scribe, writing in the Liber Pontificalis.

John Ward-Perkins, the director of the British School in Rome, used these Papal records to find the original site, including the shrine which Plautilla built in the sisters' honor.

The Excavations

Excavations on the shrine and the family mausoleum have been in progress for three years now. Among the most spectacular finds this year were a geometic fifth century mosaic, indications of a basilica, some catacombs, and much pottery.

Graves in the northwest end of the church at Santa Rufina.

This spring Ward-Perkins had the British School fully excavate the 1500-year-old shrine, or church, to examine its shape and structure. Traces of what was probably Plautilla's villa were also found, along with an unusual extension of graves which the Saracens apparently tried to rob of treasure in about the ninth century.

Stephanie's Job

Stephanie's job on the dig was to take complete charge of the field notebooks and label the different strata of the earth under the supervision of Lady Margaret Wheeler, "la direloressa" from the British School. Recording and fully describing all the findings as they were unearthed was a crucial task, inasmuch as the excavations at St. Rufina were filled in with dirt again at the end of the dig, which destroyed much of the evidence. The field notebooks, therefore are the only record of the dig now available for archeologists to use.

Life with Father

Stephanie was lucky enough to be able to live with her family in Rome where her father, well-known at Wellesley as the co-author of the textbook for Geology 101, resided on his sabbatical. From Rome Stephanie was able to commute to the dig 10 miles northwest of Rome every day.

Stephanie Judson '68 and members of the archaeological team on the site of the dig.

Now Speak Aloud

Panel Seeks Education Crisis

by Jan Krigbaum '69

Students gathering at the NSA Congress panel on "The Crises in Higher Education" tipped over television and microphone cables lacing the aisles. The panel included Jacqueline Grennan, who recently resigned from a religious order to remain Webster College's revolutionarily innovative president a former professor at Howard University; Royce Pitkin the president of experimental Goddard College; and Michael Vosick, a leader of San Francisco State College's series of student-initiated seminars covering courses not offered in the curriculum.

But the mikes weren't to catch panel speeches alone - they covered audience comments at well. Students thronged to floor mikes, turning the discussion into a dialogue between the panel and those present. The exchange revealed complete consensus on the existence of a crisis in college education - but confusion in diagnosing and dealing with it.

Negro Education

A former Howard University member lauched the debate with the claim that even the good Negro colleges chiefly aim to "keep Negroes corralled and quiet" and turn out "intellectual Uncle Toms."

On these campuses, he argued, "a Carmichael confronts only what white America has designed for him." He charged that there has been a greater concern for calm than committment at such colleges of the Negro elite as Howard, Warning that the Negro will no longer accept the "bandaid on the mind" which this represents, he called for Negro campuses to face the current "identity crises" of race relations.

Root of Restlessness?

Pitkin oberved that rapid expansion of higher education has led to a preoccupation with producing graduates rather than with responding to student priorities of learning. He noted that learning occurs when one becomes aware of a problem, then probes into it. This inductive process must not be paralyzed by pyramiding provisions - from prescribed courses and set exams to grading systems which foster learning what is expected of one to gain a grade.

Miss Grennan carried on his critique, calling college "the only mass womb still left." The very terms of student protest, she pointed out, are often adolescent, running: " . . . they promised us and they didn't come through."

Become Involved

Students must go from this "gimme game" attitude of seeing the "they" as agents of change to adding "we" and becoming actively involved in the search for alternatives.

"Don't turn the divine right of kings around the other way!" she urged. Students should not only command change but collaborate in considering how it can come about.

A delegate criticized that college encouragement to "sign up for what you want" is rather empty when an often limited catalogue tells you what you can want and must take.

Miss Grennan responded that the system changes when "you invest yourself." If you must personally be the beneficiary of every lay in your four year tenure," she added, "you're not going to succeed." Pressure for specific changes must be part of a re-evaluation of the entire philosophy upon which a college's form and furmat are premised.

Economic Power?

She suggested that students need an "economic leverage" now lacking because they are not, predominantly, the purchasers of their educations.

She supports a massive loan program with payback tied to income taxes to give students a more direct stake in the structuring of their education. This proposal is now under study in Washington.

A large part of the college population itself, panel and observers agreed, considers the college credential as a kind of insurance policy, and is conservative about tampering with the system guaranteeing economic security.

College an Intersection

The conception of a college degree as "negotiable currency" is often allied with the attitude that "teachers must teach and students must learn." Yet, panelist stressed, the univerity is not a knowledge dispensary existing independent of its students. The university experience must be a vital intersection of "the learning and the learned" rather than a unilateral hailing of information to collegiate consumers.

The overwhelming audience response revealed that a crucial factor could well be whether colleges can respond immediately and imaginatively to the challenge for change. And if education is to come through "experience and experimentation" as the panel urged, students must not merely protest but participate in producing concrete proposals for academic alternation.

Poussin Production . . .

Continued from page three

grouping suggests nature's fecundity.

Furthermore, the narration deals with Poussin's historical significance. He influenced later generations of painters by his insistance on the planar element of the composition. A slide of Cezanne's Grandes Baigneuses demonstrates his influence.

The aesthetic of the slide presentation itself is commendable in the context of the entire exhibit. The slides frame and focus on the particular areas of the painting under discussion.

sense, the viewer's experience inside the picture frame is thus comparable in intensity to that of the trained analyst who organized the excursion for him. The viewer can then look again at the actual painting as a whole, with deeper perception.

Careers in NYC

The New York Chamber of Commerce will hold a Career Opportunities Conference on Dec. 26-29 in New York City's Biltmore Hotel; its purpose is to provide seniors and graduate students with opportunities to discover various careers available in New York. For more information, contact the Placement Office.

Mademoiselle Competitions 1967-68

Mademoiselle magazine annually sponsors five competitions open to college women. Awards for fiction, poety, art, photography, and College Board competitions include a month as guest editor of the magazine, cash, and possible publication, in addition to priority consideration for a permanent job in fashion publishing.

The College Board Competition is designed for those students who have ability in writing, editing, layout, illustration, fashion, advertising, and original reporting of campus trends and college news.

For further details, write to College Competition Department, Mademoiselle, 420 Lexington Avenue, New York City. 10017.

CAREER IN ADVERTISING CONFERENCE

The Eleventh Annual Career Conference, sponsored by the Advertising Women of New York Foundation, Inc., will present information to college juniors and seniors on a career in advertising at a day-long conference, Saturday, Nov. 11, at the Biltmore Hotel, New York.

Dr. Sidney Simon, Temple University, and Benton and Bowles, advertising agency, will give information. Seminars will be conducted by specialists in various fields.

Registration is $3. Faculty and advisors are invited, without charge. Application blanks are in the Placement Office.

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I certify that the statements made by me above are correct and complete.

Sarah Sprau

NEW REPORTERS

News is pleased to announce that it has admitted eight new members to the staff as associate reporters. They are:

Susan Buyer '71
Tolise McLean '69
Eugenia Meek '70
Lindsay Miller '69
Pat Nicely '71
Laura Peterson '71
Liz Rudman '71
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Teacher Corps May Face Cutback in Funds

WASHINGTON (CPS) — The Teacher Corps, which has already proved its effectiveness in supplying teachers for slum schools, is currently dangling in mid-air waiting for Congress to decide how much money the program will receive for the next fiscal year.

The Teacher Corps has been swinging on the end of the Congressional yo-yo most of the year. Its very existence was in doubt until midsummer, when Congress at the last minute voted to extend the program for three years.

Half What Is Needed

President Johnson and Teacher Corps officials have requested $33 million from Congress, however, it now appears the Corps will be lucky to receive half that amount. The Senate has voted to give the Corps $18 million for the fiscal year 1968. However, the House voted no funds for the program when its appropriation bill was passed in mid-May. The House vote came before the Teacher Corps' existence was extended.

As far as Teacher Corps officials are concerned, any appropriation less than the amount requested will mean the Corps cannot meet the crying needs of urban and rural slums adequately. When the Senate slashed funds for the program, Corps director Richard Graham said the cut would knock out programs in many cities which were torn by riots during the summer.

Mrs. Jurie Marh, director of community affairs for the Corps, said local school systems requested a total of 3,600 corpsmen for this school year. "We could only supply about 1,900," she said, emphasising the growing need for the Teacher Corps to help solve teacher shortage in slum schools.

MA and Teaching

The Teacher Corps is designed to permit interns to work on their master's degree in nearby colleges and universities at the same time they are teaching in slum schools and working in community action programs. The length of service for the intern is two years.

Corpsmen often do slum work not connected with the classroom, according to Mrs. Mark. In the Willow Brook school district in Watts, she says, vandalism has been reduced by 20 to 30 percent this year through the community action efforts of the corpsmen. In Pontiac, Mich., corpsmen have been credited with setting up the city's first public health facilities.

What's the Problem

If the Teacher Corps is apparently so effective, why did it struggle for its existence this summer, and why is it now fighting to obtain its full authorization?

Among the arguments used against the Corps have been:

* It could lead to federal control of local schools. This possibility was partially alleviated by the new Teacher Corps legislation, which makes local school systems and universities responsible for recruiting, selecting, and enrolling corpsmen. Previously, these were the responsibilities of the commissioner of education.
* It will attract teachers from good school systems and send them to poverty areas, thus lowering the quality of good schools.
* It could cause jealousy among the regular teachers in the school system who had to pay for their own master's degrees.
* At $8,480 per volunteer for training and salaries, the program is too expensive.

In addition to these public arguments used against the Corps, some observers think many Southern and other conservative congressmen view the Corps as another instrument of integration. Many conservatives may also be frightened by the idea of community action programs. Furthermore, observers point out there is still a strong and rigid education establishment in this country which generally opposes change.

But despite the opposition, there is still strong bipartisan support for the Teacher Corps. If strong supporters of the Corps think the appropriation recommended by the conference committee is unreasonably low, there could be floor fights in both the House and Senate.

When the new Teacher Corps bill was signed in late June, Corps director Graham said, "This past year the Teacher Corps has reached out to one quarter of a million youngsters in city slums and poor rural areas. These communities—and others—hope to reach twice the number of children this fall. It will take twice the number of Teacher Corps interns."

At this point, it appears doubtful that the Corps will have the funds to supply these additional interns.

Due to the poor response to the SDS challenge to take stands on Vietnam, News is holding the responses submitted by campus groups and will publish them in the Oct. 11 issue; those who have not yet submitted their stands should have them in the News office by noon, Oct. 9 for publication.

"Wellesley II" Offers Solution To Problem Of Survey Courses

by Lindsay Miller '69

Wellesley II is the name of the hypothetical institution created last spring by members of Miss Zimmerman's psychology seminar on higher education. The Student Education Committee hopes to incorporate papers from this seminar in a forthcoming symposium on the philosophy of higher education. The date of the symposium has not been set. This article concerns the specific recommendation, made by Nancy Adler '68 and Toni Gause '67, that introductory survey courses be abolished in favor of problem-centered courses. Some of their other recommendations are more radical, but this change, they feel, is a feasible short-term objective.

The problem with many an introductory course is that it often gets nowhere fast. "In order to introduce the language and basic concepts of a field, the course moves rapidly and superficially over a quantity of material. The language however, may become a blur of definitions, and the concepts may lose their relevance" explained one advocate of curriculum reform.

Problem-Centered Courses

A founder of Wellesley II, Nancy Adler is now working with SEC on the possibility of recommending a change from survey courses to problem-centered courses for Wellesley I.

"There's already been considerable reworking of the 100 level courses in some departments in recent years. The history department, for instance, has added the freshman colloquia, and psych 101 has completely changed since when I took it," said Nancy.

"Nevertheless, what we need now is a rethinking of the purpose of any course. In our ideal college, the acquisition of transferable knowledge was only one of ten goals," she explained.

"Among the other goals we stated for higher education were independence, self-understanding, self-expression and self-confidence. When a freshman comes to Wellesley—I or II—she's hoping for new and different learning experiences. Too often she meets a course which presents its material already cut and dried."

Single Problem

Nancy advocates attacking one particular problem as a more exciting and valuable approach to a subject.

"For instance, instead of an introduction to economics, you could start off with an examination of the War on Poverty or of pollution. Within the context of this problem, you could discover and use the general concepts," she explained.

"As it stands now, you get a definition first, followed by some random though perhaps memorable examples. If however, you understood a concept like 'opportunity cost' from within one context, you could then apply it yourself to other contexts."

In their paper, Nancy and Toni cited psychological research that students only remember course material selectively.

"I can vouch for that," added Nancy. "The one thing I really remember from my Plato course is that he didn't have much place for women in the Republic. The reason that I don't remember more is probably that at the time I was really hung up, from a sociology course and in general, about the role of women.

"My point is that a course in a specific problem in Plato might have been more valuable because it had a central focus more meaningful to me," she said.

One difficulty which Nancy foresees in setting up such courses would be in maintaining a balance between a student's freedom and the teacher's guidance. The student would choose aspects of the subject to investigate in detail and be encouraged to develop her own opinions. "The duty of the professor would be to guide discussions so that opposing views could emerge without becoming threatening."

What about the question of missing the forest by looking only at the trees?

"I'm not saying that there's no need to stand off and look at a subject as a whole," answered Nancy. "I'm saying you can't appreciate the forest until you know what trees are like."

"Christian Purpose" . . .

(Continued from Page 1)

a majority of the members of the teaching staff, who pointed out that "impressed with the long and authentic tradition of academic freedom at this institution," they were "both confused and concerned by interpretations which have recently been made in public relating to the purposes of this institution of the trustees, administration, and faculty." They added that "these interpretations seem to call into question the freedom both personal and academic, which we feel essential to our vocation as educators."

DEUTSCHE TISCHE
Der deutsche verein veranstaltet zwei deutsche Tische: Montags um zwolf Uhr in Cazenove; Donnerstags um achtzehn Uhr in Davis. Alle, die Deutsch sprechen mochten, sind herzlich willkommen.

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